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ABSTRACT

The Bilingual/Bicultural Teacher Training Program at Mississippi State University was developed specifically to train Choctaw preservice teachers, or teacher aides, and other personnel working in Choctaw schools to work effectively in a bilingual/bicultural program. The program is flexible enough, however, so that other language groups can enter the program and receive training that would meet their needs. The major categories of academic preparation included in the curriculum are native language proficiency, linguistics, English as a Second Language (ESL), cultural awareness, bilingual/bicultural education methodology and theory, and assessment and luevaluation procedures in bilingual/bicultural education. The program provides both university and on-site training, and practice teaching experience occurs in the senior year. Further information is presented on specific goals and objectives of the program, personnel involved, the budget, and evaluation methods and results. The entire curriculum is provided in appendices, as well as a list of staff members on the project, and samples of student assignments for various courses. (DS)

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SECTION I: SUMMARY

A BRIEF DESCRIPTION

of the

BILINGUAL/BICULTURAL TEACHER TRAINING PROGRAM

at

MISSISSIPPI STATE UNIVERSITY

with

APPENDICES A, B, AND C

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A BRIEF DESCRIPTION OF THE BILINGUAL/BICULTURAL TEACHER TRAINING PROGRAM AT MISSISSIPPI STATE UNIVERSITY

The Bilingual/Bicultural Teacher Training Program at Mississippi State University is a four-year program. Upon completion of the program, students receive a B.S. degree in Elementary Education with a major area of concentration in Bilingual/Bicultural Education and two minor areas of concentration in English and Social Studies (see Appendix A). The program was developed specifically to train Choctaw pre-service teachers, or teacher aides, and other personnel working in Choctaw schools to work effectively in a bilingual/bicultural program. However, the program is flexible enough so that other language groups (i.e., Spanish, Seminole, Chinese, Creek, French, etc.) can enter the program and receive training that would meet the needs of the bilingual population with whom they plan to work upon completion of the B.S. degree.

During 1975-76, thirteen (13) new courses were developed, and approved by the University, to train teachers and aides to work in bilingual/bicultural programs. These courses were:

EDE 3523 Fundamentals of Reading for the Bilingual/Bicultural Classroom
EDE 3533 Diagnostic Reading Instruction for the Bilingual/Bicultural Classroom
FL 2113 Choctaw Literacy and Composition
FL 2123 Choctaw Structure
FL 2013 Introduction to Choctaw Language and Culture I
FL 2023 Introduction to Choctaw Language and Culture II
FL 2033 Intermediate Choctaw Language and Culture I
FL 2043 Intermediate Choctaw Language and Culture II
EDE 3516 Preparation of Bilingual/Bicultural Materials and Practicul
EDF 3323 Introduction to Bilingual/Bicultural Education
EDA 8373 School/Community Relations in Bilingual/Bicultural Settings
EPY 3223 Applicaiton of Educational Psychology Principles in Bilingual/Bicultural Classrooms
FL 2131 Choctaw Language Practicum

In addition to the above courses, five (5) existing courses were adopted for inclusion in the bilingual/bicultural teacher training program. These courses were:

AN 1103 Introduction to Anthropology
AN 4553 Southeastern Ethnohistory
AN 4403 Introduction to Linguistics

EN 4433 Teaching of English as a Second Language
EN 2423 Descriptive English Grammar

Students completing the four-year program will meet the certification requirements in the State of Mississippi for a Class A Elementary Teacher's Certificate. The four-year bilingual/bicultural teacher training program is designed so that monolingual English speaking students, as well as bilingual students, can participate in the program. Bilingual students completing the program will have received thirty-nine (39) semester hours (or 13 courses) in bilingual/bicultural education, and monolingual students completing the program will have received forty (46) semester hours (or 15 courses) in bilingual/bicultural education.

The major categories of academic preparation included in the bilingual/bicultural education curriculum are: native language proficiency, linguistics, English as a Second Language (ESL), cultural awareness, bilingual/bicultural education methodology and theory, and assessment and evaluation procedures in bilingual/bicultural education.

A team-teaching approach is utilized in teaching courses included in the bilingual/bicultural education program. A native speaker of the target language (Choctaw) is teamed with a native speaker of English to teach courses. The University teaching staff includes two (2) Choctaw members and two (2) non-Choctaw members (see Appendices B and C).

The program provides training at two locations: the University and on-site (Choctaw Reservation). Students who participate in the campus program are full time and receive a stipend. Through their Junior year, the majority of their courses are on campus, with intermittent field-based experience in the Choctaw Reservation Schools. The Fall Semester of their Senior year is spent entirely in the target community (Choctaw Reservation) where they work under the direct supervision of the school personnel responsible for implementing bilingual education. They receive fifteen (15) semester hours of credit for the semester during which

they construct teaching materials in the target (Choctaw) classrooms, and conduct surveys in the target (Choctaw) community. During the Spring Semester of the Senior year, the practice teaching experience occurs in the target (Choctaw) schools.

Students who participate in the on-site (Choctaw Reservation) program are Choctaw teacher aides employed by the Choctaw Schools. They are given released time one day per week to take college classes offered on the Reservation through Mississippi State University. They may take as few as 3 semester hours (1 course) or as many as nine semester hours (3 courses) during a semester. The aides in the on-site program during the fall and summer semesters take courses at the University campus during the summer semesters. However, most of their course work over the four-year period is field-based.

SECTION II: COMPREHENSIVE EXPLANATION AND ANALYSIS

of the

BILINGUAL/BICULTURAL TEACHER TRAINING PROGRAM

at

MISSISSIPPI STATE UNIVERSITY

A. Description and Development of the Program

B. Objectives and Goals

C. Personnel Involved

D. Budget

E. Contribution to the Improvement of Teacher Education

F. Evaluation Methods and Results

COMPREHENSIVE EXPLANATION AND ANALYSIS

OF THE

BILINGUAL/BICULTURAL TEACHER TRAINING PROGRAM

AT

MISSISSIPPI STATE UNIVERSITY

A. Description and Development of the Program

The Mississippi Band of Choctaw Indians is composed of approximately 4000 Choctaws located on or near seven reservation communities in East Central Mississippi. The members of the Choctaw Tribe are the descendents of those Choctaws who refused forced removal to what is now the State of Oklahoma during the 1830's, 1840's, 1850's, and 1903. The Mississippi Choctaws have retained their ethnic identity (over 90 percent are classed as "full bloods") and native language (86 percent of the people speak Choctaw in their homes).

There are at least seven dialects of Choctaw spoken in the seven communities, today. These are (1)Bihi Áyasa (Pearl River), (2)Imoklaša (Tucker), (3) Tiyak Hikiya (Standing Pine), (4) Oka Homma(Red Water), (5) Bok Čito (Big Creek), (6) Koni Hatta (Silver-stripped skunk), and (7)Bok Homma (Red Creek). There are also dialectical variations between the Choctaws in Mississippi and Oklahoma. However, a native speaker of the language does not have insurmountable problems with the language and with the dialects.

The Choctaw Tribe has had a written language for over 150 years. The school system developed by the missionaries and supported by the Choctaw Nation before the first removal used instructional materials and textbooks printed in Choctaw and English. The "public" system, which began in neighborhood churches in the 1890's, also utilized a bilingual approach. Unfortunately, this practice was discontinued when the Bureau of Indian Affairs (BIA) was placed in charge of the school system in 1920. An "all-English education" was emphasized by the Bureau

of Indian Affairs.

Not until 1967 did the Mississippi Choctaws begin to re-evaluate the educational program offered by the Bureau of Indian Affairs. The re-evaluation took place as a result of the Tribe's creation of a Choctaw Board of Education which has as its purpose to become the governing authority in Choctaw education. One of the first things the Choctaw Board of Education requested the Bureau of Indian Affairs (BIA) to do was to evaluate the entire Choctaw Agency School System, which consists of six elementary and middle schools, and one centralized high school. The evaluation report, An Education Evaluation: The Choctaw and Chitimacha Schools, 1973, was prepared under the direction of Mr. Robert Rebert, who worked at the BIA Education Resources Center in Alburquerque, New Mexico. One of the main recommendations made by Mr. Rebert, and others, was for the establishment of bilingual/bicultural education for Choctaw children attending Choctaw Agency schools. This recommendation, along with the long history of academic difficulties experienced by Choctaw students struggling to perform classroom activities in English (When they had not received any formal instruction in English-as-a-Second Language (ESL)), resulted in the Tribe's application for a bilingual education grant from Title VII of the United States Office of Education.

In July, 1974, the Mississippi Band of Choctaw Indians was awarded a bilingual education grant from Title VII of the United States Office of Education. There were two major purposes of the grant: (1) to provide coverage of tuition, books, fees and stipends for 12 Choctaw students interested in attending a University to pursue a B. S. degree in Elementary Education; and (2) to plan and develop a bilingual education program to be implemented in grades K-3 of the Choctaw Schools by Fall, 1975. The Tribe subcontracted with Mississippi State University to provide the teacher training for 12 Choctaw students and to

provide two full-time and one quarter-time faculty members to work closely with the students and the bilingual education staff at the Reservation.

The following year, 1975, the Tribe and Mississippi State University jointly applied for Title VII funds to continue the grant. Upon receipt of the joint application, the United States Office of Education suggested that the University and the Tribe apply for sepatate grants but in support of each other. In July, 1975, the University was awarded a one-year Instructional Development Grant in Bilingual Education with which to develop a curriculum in bilingual/bicultural education within the Department of Elementary, Secondary, and Special Education, and the Tribe was awarded a continuation grant in bilingual education.

During 1975-76, the staff working with the Institutional Development Grant in Bilingual Education developed a bilingual/bicultural education curriculum. Thirteen (13) new courses were developed, and officially approved by the University in April, 1976, and five (5) other courses which were already in existence were adapted for inclusion in the bilingual/bicultural education curriculum, making a total of fifty-five (55) semester hours in bilingual/bicultural education available to students. Of the fifty-five (55) semester hours, forty-two (42) are required for Choctaw seeking a B. S. degree in Elementary Education with an area of concentration in Bilingual/Bicultural Education while forty-nine (49) hours are required for Non Choctaw students. The additional seven (7) hours required for non Choctaw students are courses in the language. During the development of the bilingual/bicultural education curriculum, the University staff worked closely with the staff of the Bilingual Education for Choctaws of Mississippi (BECOM) program at the Reservation to insure that the new courses being developed would meet the teacher training needs of the bilingual education program in the Choctaw schools.

In July, 1976, the University was awarded a three-year grant and began

offering the newly developed curriculum in bilingual/bicultural education and the Tribe was awarded a continuation grant in bilingual education. During 1976-77, the staff of the Bilingual/Bicultural Teacher Training Program realized the need for two teacher training sites: one on the University campus (for full-time, bilingual education stipend recipients) and one on the Choctaw Reservation (for part-time students in the program who worked full-time as Choctaw teacher aides in the Choctaw Schools). The University campus training site is for Choctaw students who want to attend school full-time and who want an area of concentration in bilingual/bicultural education. These students receive a stipend to attend school. Through the Junior year the majority of their courses are on campus, with intermittent field-based experiences in the Choctaw Reservation Schools. The Senior year is spent entirely in the Choctaw Schools. The Choctaw Reservation training site is for Choctaw teacher aides who work full-time in the Choctaw Schools as bilingual aides. They are given released time one day per week to take college courses offered on the Reservation through Mississippi State University. Staff from Mississippi State University travels to the Reservation one day per week to teach courses. The bilingual aides may take as few as three semester hours (1 course) or as many as nine semester hours (3 courses) during a semester. The aides come to the University campus to take courses during the summer semester. However, most of their coursework over the four-year period is field-based.

A team-teaching approach is utilized when teaching courses included in the bilingual/bicultural education curriculum, so that the students receive instruction bilingually. A native speaker of Choctaw is teamed with a native speaker of English to teach the bilingual education courses. The Bilingual/Bicultural Teacher Training Program teaching staff includes two Choctaw members and two NonChoctaw members. Where appropriate, student assignments are done in both

the Choctaw and the English languages. For example, in methodology classes students are asked to prepare sample lesson plans on both English and Choctaw for the various content areas (i.e., science, math, reading, etc).

The time line for accomplishing the programs objectives over the three-year period (1976-79) appears below. Since the program is in its third year of the multi-funded period, most of these objectives have been accomplished as of this date.

PROGRAM OBJECTIVE	1976-77	1977-78	1978-79
1. Implementation of newly developed curriculum in bilingual/bicultural education within the Department of Elementary, Secondary, and Special Education.	X		
2. Pilot test teaching methodology and content of newly developed curriculum in bilingual/bicultural education.	X		
3. Aid the attainment of a Class A Teacher's Certificate for Choctaw students participating in either the campus program or the on-site Choctaw Reservation program.	X	- - - - - - - - - - - -	X
4. Aid the attainment of 12 semester hours in bilingual education for currently employed classroom teachers.	X	- - - - - - - - - - - -	X
5. Provide on-site Choctaw Reservation bilingual/bicultural teacher training for teachers, aides, and administrators working in the Choctaw Schools.	X	- - - - - - - - - - - -	X
6. Development and implementation of an administrative structure for conducting and co-ordinating bilingual/bicultural teacher training activities at both the University and at the Choctaw Reservation	X		
7. Establishment of a career ladder for currently employed Choctaw aides in the Choctaw Schools.	X		
8. Development of competency-based instruction in selected courses contained in the newly developed curriculum in bilingual/bicultural education.	X	- - - - - - - - - - - -	X

PROGRAM OBJECTIVE	1976-77	1977-78	1978-79
9. Development of a Bilingual Education Resource Center to be used by the faculty, Choctaw Students, and BECOM staff involved in bilingual teacher training	X - - - - - - - - - - -		X
10. Acquire space on the Choctaw Reservation to house bilingual staff from the University while working on-site.	X		
11. Determine feasibility of developing graduate level courses in bilingual education.	X		
12. To hire additional staff to meet the needs of the University and on-site bilingual/bicultural teacher training programs.		X	
13. Development of supplementary bilingual materials for use in grades K-3.		X - - - - - -	X
14. Identification of faculty development needs and conduction of short workshops and seminars to meet those needs.		X	
15. Development and Implementation of an early childhood teacher training component for teachers and aides working with bilingual pre-school.		X	
16. Attainment of fully developed and functional campus and on-site bilingual/bicultural teacher education programs			X
17. Recognition by the state legislature that bilingual/bicultural teacher education is a viable educational program which is entitled to some monetary support from the state government.			X
18. Development of a model Bilingual/Bicultural Education Demonstration Center on Choctaw Reservation for grades K-3.		X - - - - - -	X

Note: Arrowed lines indicate continuous work toward accomplishment of given objective.

B. Objectives and Goals

The program objectives/goals are stated in time line format in section A of this entry. These objectives promote teacher education at Mississippi

State University in the following ways:

1. The development of the bilingual/bicultural education curriculum within the Department of Elementary, Secondary, and Special Education expanded the Department's course offerings and provided another possible area of concentration (i.e., Bilingual/Bicultural Education) for students majoring in Elementary Education. Because the bilingual/bicultural education curriculum is a multi-departmental/college curriculum (i.e., six different departments and two colleges house courses in the curruculum), the concept of teacher education at Mississippi State University has been broadened.

2. The program has contributed to the faculty development aspect of teacher education by sharing information with the faculty about effective ways of teaching college students of other languages and cultural groups. The program's staff recently presented an inservice training session for the faculty of the College of Education titled: Teaching Students of Other Cultural Groups.

3. The establishment of a field-based teacher training center at the Choctaw Reservation has promoted the idea that field-based teacher education is very effective when a particular school setting (e.g., a bilingual school) requires the development of teaching skills which vary from traditional approches to teaching.

4. The emphasis on competency-based instruction has reinforced the idea that teacher education should develop specific competencies.

5. The establishment of the Bilingual/Bicultural Education Resource Center has increased the resources available to the faculty in several areas of teacher education (e.g., the development of bilingualism and bicognitivism, the relationship of language to learning, the relationship of bilingualism to early childhood education, etc).

6. The teaching of methodology courses, grammar courses, and fundamentals

courses in bilingual education by utilizing both the Choctaw and English languages has emphasized that teacher education can occur in any language. The preparation of lesson plans and teaching materials in the Choctaw language has pointed out the relationship of concept development to language.

C. Personnel Involved

The following persons are employed by the program:

(1) Dr. Neil G. Amos, Head of Elementary, Secondary, and Special Education, and Director of the Bilingual/Bicultural Teacher Training Project

(2) Mr. Kennith York, Co-Director of the Bilingual/Bicultural Teacher Training Project

(3) Mrs. Marlyn Harrell, Secretary of the Bilingual/Bicultural Teacher Training Project

(4) Ms. Abbie Gibson, Choctaw Language Specialist of the Bilingual/Bicultural Teacher Training Project

(5) Ms. Patricia Kwachka, Linguist for the Bilingual/Bicultural Teacher Training Project

(6) Dr. Carolyn Reeves, Curriculum Specialist of the Bilingual/Bicultural Teacher Training Project

In addition to the above personnel, the program frequently utilizes Choctaw Tribal employees at the Reservation to provide instruction in various areas. Among those who have shared their expertise with the program are:

(1) Mr. Calvin Isaac, Tribal Chief, Mississippi Band of Choctaw Indians

(2) Dr. Robert Scott, Director, Choctaw Department of Education, Choctaw Reservaiton

(3) Dr. Alvin Cearley, Linguist, Bilingual Education for Choctaws of Mississippi (BECOM) Program, Choctaw Reservation

(4) Mr. George Hepworth, English-as-a-Second Language (ESL) Specialist, Bilingual Education for Choctaws of Mississippi (BECOM) Program, Choctaw Reservation

(5) Dr. Larry Mardis, Evaluator, Bilingual Education for Choctaws of Mississippi (BECOM) Program, Choctaw Reservation

(6) Mrs. Thallis Lewis, Resource Teacher, Bilingual Education for Choctaws of Mississippi (BECOM) Program, Choctaw Reservation

D. Budget

The program has received $125,000.00 per year for the past three years from Title VII of the United States Office of Education. The broad category totals for fiscal year 1978-79 are shown in the budget below.

Budget Category	Funds from Title VII	University Funds	Total Amount
(1) Salaries	66,573.00	10,904.60	77,477.60
(2) Employee Benefits	10,651.68	420.74	11,072.42
(3) Travel	2,698.40	3,579.26	6,277.66
(4) Supplies	590.00	1,000.00	1,590.00
(5) Bilingual Educational Resource Center	400.00	1,000.00	1,400.00
(6) Computer Time	20.00	1,000.00	1,020.00
(7) Evaluation Costs	1,490.00	-0-	1,490.00
(8) Teacher Training	33,317.00	-0-	33,317.00
Total amounts	115,750.08	17,904.60	133,644.68
Project Total (from Federal and University sources)			$133,644.68

The total cost of the program for fiscal year has been approximately $375,000.00. In addition to the University funds shown in the above budget, the University has provided free housing to the program since its beginning in 1974 (i.e., estimated total amount of $14,000.00)

E. Contribution to the Improvement of Teacher Education

The program has followed the time line shown in section A of this entry for the accomplishment of its objectives. Factors which facilitated the accomplishment of the program's objectives were: (a) direct involvement by the Head of the Department of Elementary, Secondary, and Special Education in the development of a bilingual/bicultural education curriculum; (b) cooperation between departments

and colleges of the University in support of the bilingual/bicultural education curriculum; (c) cooperation between University personnel and the Choctaw Tribal personnel at the Reservation; (d) dedication to bilingual/bicultural education by the program's staff; and (c) cooperation between three agencies (i.e., the Choctaw Reservation, the University, and the State Department of Education in Mississippi).

Reaction to the program has been positive. Choctaw students in the program have indicated that the program has enabled them to work toward a B. S. degree in an area that was not available to them prior to 1974. The students have expressed a sincere interest in learning (a) to read and write Choctaw, (b) to prepare lessons and teaching materials in the Choctaw language, and (c) to teach young Choctaw children using bilingual methodology.

Faculty members at the University have been fascinated by the concept of bilingual/bicultural teacher education. Frequently, they ask for presentations in their classes about the Choctaw language and culture. The faculty has become aware of the fact that different cultural groups have different learning styles, and they have requested information about ways they can become more effective teachers.

Specifically, the program has contributed to the improvement of teacher education in the following ways:

(1) The program will increase the number of bilingual teachers available to work in the Choctaw Schools as well as in other schools in Mississippi and the United States. (Students graduating from the program will receive Class A Certification, from the State Department of Education, in Elementary Education with an area of concentration in Bilingual/Bicultural Education).

(2) The program has created the opportunity for currently employed teachers to return to the University to receive training in bilingual/bicultural education

theory and methodology.

(3) The program has created an awareness within the faculty that teacher education must provide pre-service teachers with skills which will enable them to work effectively with children from varied language and cultural groups as well as varied socioeconomic backgrounds.

(4) The program has demonstrated that innovative ideas about teacher education can be developed and implemented in field-based settings as well as campus settings.

(5) The program has developed the only University bilingual/bicultural education curriculum (i.e., 13 courses) in the United States with emphasis on Native American languages and cultures.

(6) The program is in the midst of researching various areas the findings of which will be of benefit to the field of bilingual education research.

(7) The program has demonstrated how much can be accomplished when three agencies (i.e., the Choctaw Reservation Schools, the University, and the State Department of Education) share common educational goals and maintain a cooperative spirit in the accomplishment of such goals.

(8) The program has demonstrated that field-based experiences are a crucial part of effective teacher education.

F. Evaluation Methods and Results.

The program has been evaluated twice a year by external evaluators who spent three to five days visiting the training sites (both on campus and at the Choctaw Reservation). Evaluators were selected who had expertise in the areas of Bilingual/Bicultural Education and/or American Indian Education. Each Evaluator prepared a written evaluation of the programs strengths and weaknesses. Copies of all evaluators' reports were submitted to Title VII of the United States Office of Education along with the Annual Report each fiscal year.

Recommendations for other Universities planning a similar program are as follows:

1. University personnel who will be involved in the development of a bilingual/bicultural education curriculum or program for a particular Local Education Agency (LEA) must place primary emphasis on meeting the educational needs of the LEA.
2. A bilingual/bicultural teacher education program should be housed in the Department of Elementary and Secondary Education and should directly involve the Head of the Department as well as the Dean of the College of Education. This will insure appropriate administrative support for the program. In other words, it should be an integral part of the University.
3. Program staff should seek and maintain the support of the State Department of Education.
4. Program staff should be selected who are flexible in their ideas about education, who are bilingual themselves, who are knowledgeable about bilingual/bicultural education theory and methodology, and who are dedicated to the concept of bilingual/bicultural education.
5. Programs should have a strong field-based component.

Appendix A

Four-Year Program
in
Bilingual/Bicultural Elementary Eduation

Freshman Year

1st Semester

Biological Science	3
English Composition	3
MA 1013 Math for Teachers	3
**AN 1103 Introduction to Anthropology	3
HI 1053 American Civilization	3
	15

2nd Semester

Biological Science	3
English Composition	3
MA 1023 Math for Teachers	3
CO 1003 Oral Communications	3
HI 1003 Modern World Civilization	3
**EDF 3323 Introduction to Bilingual/Bicultural Education	3
	18

Sophomore Year

**FL 2113 Choctaw Literacy and Composition (or equivalent in target language) *	3
Literature	3
Physical Science	3
EPY 1053 Human Growth and Development	3
EDE 1413 Art for Children	3
EDE 4413 Elementary School Arithmetic	3
	18

**FL 2123 Choctaw Structure (or equivalent in target language) *	3
Literature	3
Physical Science	3
EDE 4433 Language Arts	3
AR 4553 Southeastern Ethnohistory	3
HE 2813 Child Development	3
	18

Junior Year

PE 3233 Health Education	3
**EDE 3523 Fundamentals of Reading for the Bilingual/Bicultural Classroom	3
EDE 4423 Teaching Children's Literature	3
**EN 2423 Descriptive English Grammar	
MUE 2513 Public School Music	
EPY 2123 Principles of Educational Psychology	3
	18

EPY 4313 Measurement and Evaluation	3
EDE 5443 Science for Children	3
EDE 4453 Introduction to Early Childhood Education	3
EDE 4443 Social Studies in the Elementary School	3
**EN 4433 Teaching English as a Second Language	3
**AN 4403 Introduction to Linguistics	3
	18

Senior Year

(in targer community)		(Practice teaching in target community)	
**EDE 3316 Preparation of Bilingual/Bicultural materials and Practicum (Language Arts, Reading English as a Second Language, Social Studies, Science, Math, Audio-Visuals)	6	EDE 3416 Teaching Elementary School	6
**EPY 3223 Application of Educational Psychology Principles in Bilingual/ Bicultural Classrooms	3	EDE 3423 Principles of Teaching in the Elementary School	3
**EDE 3533 Diagnostic Reading Instruction for the Bilingual/ Bicultural Classroom	3	EDE 3473 Methods of Early Childhood Educaiton	3
	12		12

*4 Semesters of Choctaw (or the target language) for non-speakers. The Choctaw language courses are FL 2013, FL 2023, FL 2033, FL2043 and a one-hour practicum in Choctaw Language (FL 2131). (Non-Choctaw speakers who take four semesters of the target languages will not be required to take literacy and structure courses in that language)

** Indicates that the course is included in the bilingual/bicultural education curriculum.

Appendix B

Staff Members of the

Bilingual/Bicultural Teacher Training Project

Bilingual/Bicultural Teacher Training Staff

Name	Position
Neil G. Amos	Head of Elementary, Secondary, and Special Education, and Project Director
Kennith H. York	Co-Director of the Project(Native speaker of Choctaw language)
Abbie Gibson	Choctaw Language Specialist (Native speaker of Choctaw language)
Patricia Kwachka	Linguist
Carolyn Reeves	Curriculum Specialist
Marlyn Harrell	Secretary

Appendix C

Samples of Student Assignments
for
Various Courses
in the
Bilingual/Bicultural Education Curriculum

Gibson, FL 2113
Choctaw Literacy

	Singular	Dual	Plural
1.	hikiyah	_____	_____
2.	_____	_____	binohmąyyah
3.	_____	tiláyah	_____
4.	_____	_____	kahmąyyah
5.	takąlih	_____	_____
6.	_____	talǫha	_____
7.	alah	_____	_____
8.	_____	_____	áyvonah
9.	_____	ittiyáčih	_____

Practicum Assignment No. 4

STEPS:

1. Prepare a lesson to teach structural analysis skill.

   Suggested Procedure:

   a. Print the following words and sentences on 3 x 5 cards:

1) katos	5) pisa	9) binǰlih
2) katosat	6) Iti pisalih.	10) Išbinǰlihǫ?
3) ofi	7) iškoh	11) ittǫla
4) ofiyat	8) Oka iškolih.	12) Išittǫlahǫ?

   b. Read the root word first and then the second phrase/sentence. Ask the student to point to the part of the phrase/sentence that is the same as the root word. Let the student circle the root word in the phrase/sentence.

   c. Use any other ideas you have for teaching this skill.

2. Assess the lesson, using the student's worksheet.

3. Evaluate the student's structural analysis skill, using the diagnostic sheet.

Sahohčifo_____

Nita

1) Nitayat hikiyah.

Ofi

2) Ofiyat hikiyah.

Katos

3) Katosat biniilih.

Hattak

4) Hattakat biniilih.

čokka

5) Yammat ąčokka.

kafi

6) Yammat čįkafi.

issobah

7) Illapat amissobah.

šokka

8) Illapat įšokka.

balílih

9) Išbalílihǫ?

íya

10) Išíyahǫ?

hopóni

11) Išhopónihǫ?

DIRECTIONS FOR ADMINISTERING THE STRUCTURAL ANALYSIS DIAGNOSTIC WORKSHEET

(This may be administered in small groups or individually)

1. Give each student a copy of the sheet and ask them to put their name on it.

2. In Choctaw SAY: In each row I want you to circle the part of the word that you hear me say. (You may need to do a sample one on the board to show what you mean. It is important that the student understand the directions.)

   Row 1. Circle hattak
   - katos
   - ohoyoh

   Row 2. Circle nita
   - ofi
   - iti

   Row 3. Circle kafi
   - čokka
   - piti

   Row 4. Circle šokka
   - nani
   - katos

   Row 5. Circle íya
   - hopóni
   - binílih

   Row 6. Circle balílih
   - hikiyah
   - ipah

3. Collect the sheets. Put you name on the back of them, so I can give you credit for doing this assignment. THANKS.

C. Reeves, EDE 3533
Structural Analysis
Diagnostic Worksheet

Sahohčifo_____

1.	hattakat	katosat	ohoyohat
2.	nitayat	ofiyat	itiyat
3.	ǫkafi	ǫčokka	ǫpįti
4.	čįšokka	čįnani	čįkatos
5.	išíyahǫ	išhopónihǫ	išbinįlihǫ
6.	hašbalílihǫ	hašhikįyahǫ	hašįpahǫ